

COLLEGE-LEVEL EXAMINATION PROGRAM

Western Civilization I: Ancient Near East to 1648

Description of the Examination

The Subject Examination in Western Civilization I: Ancient Near East to 1648 tests subject matter that is usually covered in the first semester of a two-semester course in Western Civilization. Questions deal with the civilizations of the Ancient Near East, Greece, and Rome; the Middle Ages; the Renaissance and Reformation; and early modern Europe. Candidates may be asked to choose the correct definition of a historical term, select the historical figure whose political viewpoint is described, identify the correct relationship between two historical factors, or detect the inaccurate pairing of an individual with a historical event. Groups of questions may require candidates to interpret, evaluate, or relate the contents of a passage, a map, a picture, or a cartoon to other information, or to analyze and utilize the data contained in a graph or table.

The exam is 90 minutes long and contains approximately 120 multiple-choice questions to be answered in two separately timed 45-minute sections.

Knowledge and Skills Required

Questions on the exam require candidates to demonstrate one or more of the following abilities.

- Understanding of important factual knowledge of developments in Western Civilization (about 25-35 percent of the exam)
- Ability to identify the causes and effects of major historical events (about 5-15 percent of the exam)
- Ability to analyze, interpret, and evaluate textual and graphic materials (about 20-30 percent of the exam)
- Ability to distinguish the relevant from the irrelevant (about 15-25 percent of the exam)
- Ability to reach conclusions on the basis of facts (about 10-20 percent of the exam)

The subject matter of the Western Civilization I exam is drawn from the following topics.

	➡	<i>Approximate Percent of Examination</i>
8-11%		<p>Ancient Near East</p> <p>Political evolution</p> <p>Religion, culture, and technical developments in Egypt, Mesopotamia, Palestine, and the Fertile Crescent</p>
15-17%		<p>Ancient Greece and Hellenistic Civilization</p> <p>Political evolution to Periclean Athens</p> <p>Periclean Athens to Peloponnesian Wars</p> <p>Culture, religion, and thought of Ancient Greece</p> <p>The Hellenistic political structure</p> <p>The culture, religion, and thought of Hellenistic Greece</p>
15-17%		<p>Ancient Rome</p> <p>Political evolution of the Republic and of the Empire (economic and geographical context)</p> <p>Roman thought and culture</p> <p>Early Christianity</p> <p>The Germanic invasions</p> <p>The Late Empire</p>
23-27%		<p>Medieval History</p> <p>Byzantium and Islam</p> <p>Early medieval politics and culture through Charlemagne</p> <p>Feudal and manorial institutions</p> <p>The medieval Church</p> <p>Medieval thought and culture</p> <p>Rise of the towns and changing economic forms</p> <p>Feudal monarchies</p> <p>The late medieval Church</p>

	➡ <i>Approximate Percent of Examination</i>
13-17%	Renaissance and Reformation The Renaissance in Italy The Renaissance outside Italy The New Monarchies Protestantism and Catholicism reformed and reorganized
10-15%	Early Modern Europe, 1560-1648 The opening of the Atlantic The Commercial Revolution Dynastic and religious conflicts Thought and culture

Sample Questions

The 25 sample questions that follow are similar to questions on the Western Civilization I exam, but they do not actually appear on the exam. CLEP exams are designed so that average students completing a course in the subject can usually answer about half the questions correctly.

Before attempting to answer the sample questions, read all the information about the Western Civilization I exam on the preceding pages. Additional suggestions for preparing for CLEP exams are provided in Chapter 1.

Try to answer correctly as many questions as possible. Then compare your answers with the correct answers, given at the end of this examination guide.

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

- The earliest urban settlements arose in which of the following types of areas?
 (A) Coastal plains (B) Inland deforested plains
 (C) Desert oases (D) Fertile river valleys
 (E) Narrow valleys well protected by mountains Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

2. "The great wealth of the palaces and the widespread prosperity of the land were due to the profits of trade, protected or exploited by naval vessels equipped with rams. The palaces and towns were unfortified, and peaceful scenes predominated in the frescoes, which revealed a love of dancing, boxing, and a sport in which boys and girls somersaulted over the backs of charging bulls."

The culture described above was that of the ancient

- (A) Minoans (B) Hittites (C) Macedonians
(D) Assyrians (E) Persians

(A) (B) (C) (D) (E)

3. "These people maintained their skill as seafarers, traders, and artists. They planted Carthage and other colonies in the western Mediterranean. They developed a new script in which a separate sign stood not for a syllable, but for a consonant or vowel sound."

The people described above were the

- (A) Phoenicians
(B) Hittites
(C) Assyrians
(D) Mycenaeans
(E) Philistines

(A) (B) (C) (D) (E)

4. Pharaoh Akhenaton of Egypt (c. 1375-1358 B.C.) is best known today for

- (A) building the largest pyramid in the Valley of the Kings
(B) conquering large expanses of territory outside of the Nile Valley
(C) developing a monotheistic religion
(D) uniting upper and lower Egypt under a single administrative system
(E) writing down the first code of Egyptian law

(A) (B) (C) (D) (E)

5. Among the ancient Hebrews, a prophet was

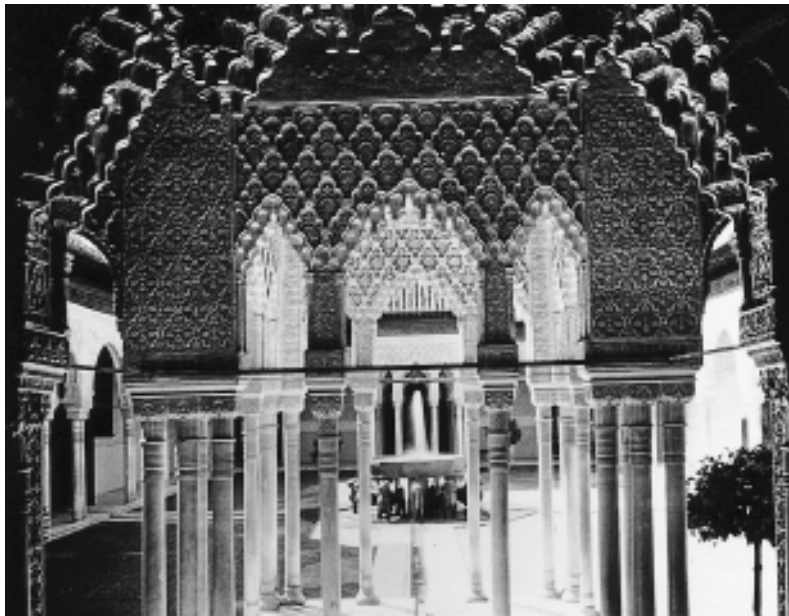
- (A) a teacher who expounded the Scriptures
(B) a king with hereditary but limited powers
(C) a judge who administered traditional law
(D) a priest with exclusive rights to perform functions at the temple
(E) an individual who was inspired by God to speak to the people

(A) (B) (C) (D) (E)

6. The outstanding achievement of King Hammurabi of Mesopotamia was that he
- (A) issued a more comprehensive law code than had any known predecessor
 - (B) conquered and established dominion over all of Egypt
 - (C) built the hanging gardens of Babylon
 - (D) established the first democratic government
 - (E) successfully defended his kingdom against the Assyrians
- (A) (B) (C) (D) (E)
7. Of the following, which helps explain why the Roman Republic gave way to dictatorship during the first century B.C.?
- (A) The government that was suitable for a small city-state failed to meet the needs of an empire.
 - (B) A strong leader was needed because the upper classes feared a rebellion on the part of the slave population.
 - (C) Outside pressures on boundaries could not be resisted by republican armies.
 - (D) Rome's period of expansion was over.
 - (E) The Roman senatorial class was declining in number.
- (A) (B) (C) (D) (E)
8. All of the following were emphasized by the early Christian church EXCEPT a
- (A) ritual fellowship meal in memory of Christ
 - (B) toleration of other religious sects
 - (C) belief in the value of the souls of women and slaves as well as those of free men
 - (D) belief in life after death for all believers in Christ
 - (E) belief in the value of martyrdom, defined as dying for the faith
- (A) (B) (C) (D) (E)
9. All of the following invaded the Roman Empire EXCEPT the
- (A) Vikings
 - (B) Ostrogoths
 - (C) Visigoths
 - (D) Vandals
 - (E) Huns
- (A) (B) (C) (D) (E)

10. The craft guilds of the Middle Ages had as their primary purpose the
- (A) promotion of trade and the protection of merchants
 - (B) control of town government
 - (C) regulation of production and quality
 - (D) guardianship of the social and financial affairs of their members
 - (E) accumulation of capital and the lending of money
- (A) (B) (C) (D) (E)
11. The orders of Franciscan and Dominican friars founded in the thirteenth century differed from earlier monastic orders principally in that the friars
- (A) took vows of poverty, chastity, and obedience
 - (B) broke away from the control of the pope
 - (C) introduced the ideas of Plato and other early Greek philosophers into their teaching
 - (D) devoted themselves mainly to copying ancient manuscripts
 - (E) traveled among the people instead of living in monasteries
- (A) (B) (C) (D) (E)
12. All of the following factors played a part in bringing about the Hundred Years' War EXCEPT
- (A) The English king had lands in Gascony.
 - (B) A French princess was the mother of an English king.
 - (C) Flemish towns were dependent on England for raw wool.
 - (D) The Holy Roman Emperor wanted to bring pressure on the Swiss cantons.
 - (E) The Capetian dynasty had come to an end.
- (A) (B) (C) (D) (E)

13. Civil peace and personal security were enjoyed to a greater degree in Norman England than in continental Europe principally because the Norman kings
- (A) maintained a large standing army
 - (B) claimed the direct allegiance of the mass of the peasantry
 - (C) avoided conflicts with the Church
 - (D) kept their vassals occupied with continental conflicts
 - (E) developed a centralized and efficient type of feudalism
- (A) (B) (C) (D) (E)
14. Which of the following could have been made immediately available to the reading public in large quantities as soon as it was written?
- (A) *On Christian Liberty*, Martin Luther
 - (B) *Travels*, Marco Polo
 - (C) *The Divine Comedy*, Dante Alighieri
 - (D) *Canterbury Tales*, Geoffrey Chaucer
 - (E) English translation of the Bible, John Wycliffe
- (A) (B) (C) (D) (E)
15. A central feature of the Catholic Reformation was the
- (A) Roman Catholic church's inability to correct abuses
 - (B) establishment of new religious orders such as the Jesuits
 - (C) transfer of authority from Rome to the bishoprics
 - (D) rejection of Baroque art
 - (E) toleration of Protestants in Roman Catholic countries
- (A) (B) (C) (D) (E)



16. A sixteenth-century traveler would have been most likely to encounter the type of architecture shown above in which of the following European countries?
- (A) Spain
(B) France
(C) Germany
(D) England
(E) Sweden
17. The major and most immediate social consequence of the rise of towns in the eleventh and twelfth centuries was
- (A) a lessening of the distinction among social classes
(B) the concept of the prosperous caring for the indigent
(C) the decline of royal authority
(D) a new social class enriched by manufacturing and trade
(E) the decline in the social status of the lesser clergy

(A) (B) (C) (D) (E)

(A) (B) (C) (D) (E)

18. In *The Prince*, Machiavelli asserted that
- (A) historical examples are useless for understanding political behavior
 - (B) the intelligent prince should keep his state neutral in the event of war
 - (C) people are not trustworthy and cannot be relied on in time of need
 - (D) the prince should be guided by the ethical principles of Christianity
 - (E) luck is of no consequence in the success or failure of princes
- (A) (B) (C) (D) (E)
19. On which of the following issues did Luther and Calvin DISAGREE?
- (A) Toleration for minority viewpoints
 - (B) Relationship of the church to civil authority
 - (C) The authority of the Scriptures
 - (D) The existence of the Trinity
 - (E) The retention of the sacrament of baptism
- (A) (B) (C) (D) (E)
20. Between 1629 and 1639, Charles I of England tried to obtain revenues by all of the following means EXCEPT
- (A) the levying of ship money
 - (B) income from crown lands
 - (C) forced loans
 - (D) the sale of monopolies
 - (E) grants from Parliament
- (A) (B) (C) (D) (E)
21. All of the following are associated with the commercial revolution in early modern Europe EXCEPT
- (A) an increase in the number of entrepreneurial capitalists
 - (B) the appearance of state-run trading companies
 - (C) a large influx of precious metals into Europe
 - (D) an expansion of the guild system
 - (E) a “golden age” for the Netherlands
- (A) (B) (C) (D) (E)
22. Castiglione’s *Book of the Courtier* (1528) was intended as
- (A) a collection of entertaining travel stories
 - (B) a guide to the military affairs of the Italian peninsula
 - (C) a collection of meditations and spiritual reflections
 - (D) a guide to refined behavior and etiquette
 - (E) an allegory of courtly love
- (A) (B) (C) (D) (E)

23. Which of the following resulted from the defeat of the Spanish Armada in 1588?
- (A) Spanish domination of the Mediterranean was ended.
 - (B) The invasion of England was prevented.
 - (C) Dutch sympathies for the Spanish cause increased.
 - (D) War broke out between England and France.
 - (E) There was a series of uprisings in the Spanish colonies of Central and South America.

(A) (B) (C) (D) (E)



24. In the mid-seventeenth century, the area shaded black on the map above belonged to
- (A) Russia
 - (B) Poland
 - (C) Sweden
 - (D) Austria
 - (E) Brandenburg-Prussia

(A) (B) (C) (D) (E)

25. The theory concerning the solar system that was published by Copernicus in 1543 DENIED the popular belief that the
- (A) Earth revolves around the Sun
 - (B) Earth revolves around the Moon
 - (C) Earth is the center of the universe
 - (D) Sun is the center of the universe
 - (E) stars revolve around the Sun

(A) (B) (C) (D) (E)

Study Resources

To prepare for the Western Civilization I: Ancient Near East to 1648 and Western Civilization II: 1648 to the Present exams, you should study the appropriate chapters in at least one college textbook in this subject. Most textbooks cover the historical periods from the Ancient Near East to the Present and can, therefore, be used in preparing for either or both of the exams. Most Western Civilization textbooks cover approximately the same chronological span, but the material they emphasize differs. You can find these textbooks in most college bookstores. When selecting a textbook, check the table of contents against the “Knowledge and Skills Required” section on pages 1-3. Your local college bookstore is a good place to look for college level textbooks.

You will find it helpful to supplement your reading with books listed in the bibliographies found in most history textbooks. In addition, contemporary novels and plays, as well as works by Homer, Shakespeare, and Dickens, provide rich sources of information. Classic works of nonfiction are equally valuable; for example, Machiavelli’s *The Prince*, Mill’s *On Liberty*, and Paine’s *The Rights of Man*. Books of documents are an excellent source for sampling primary materials; *A Documentary History of Modern Europe*, edited by T. G. Barnes and G. D. Feldman (Little, Brown), is one such collection. Actual works of art in museums can bring to life not only the reproductions found in books but history itself. Films such as *A Man for All Seasons* and *The Return of Martin Guerre* and television series such as “Civilisation,” “I, Claudius,” “Elizabeth R,” and the “Ascent of Man” provide enjoyable reinforcement to what is learned through reading. The Internet is another resource you should explore.

Additional suggestions for preparing for CLEP exams appear in Chapter 1.

Answers to Sample Questions

Western Civilization I: Ancient Near East to 1648

1. D
 2. A
 3. A
 4. C
 5. E
 6. A
 7. A
 8. B
 9. A
 10. C
 11. E
 12. D
 13. E
 14. A
 15. B
 16. A
 17. D
 18. C
 19. B
 20. E
 21. D
 22. D
 23. B
 24. E
 25. C
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